DOCUMENT RESUME

ED 306 873 HE 022 597

AUTHOR Ciholas, Paul
TITLE Integrative Studies (IGS).
INSTITUTION American Association of State Colleges and Universities, Washington, D.C.; Kentucky State Univ., Frankfort.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 88
NOTE 51p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS African Culture; *Black Colleges; Chinese Culture; *College Curriculum; College Faculty; *College Programs; Cultural Images; *Cultural Influences; Cultural Traits; Higher Education; *Interdisciplinary Approach; Latin American Culture; Models; Program Descriptions; Program Evaluation; Questionnaires; School Surveys; Spanish Culture; State Universities; Student Attitudes; Teacher Attitudes
IDENTIFIERS *AASCU ERIC Model Programs Inventory Project; *Kentucky State University

ABSTRACT

The Kentucky State University Integrative Studies Program, which is described in this report, consists of seven seminar-type models, three in the Western and four in the non-Western traditions. It is a basic component of a 53-hour core curriculum, and requires both faculty and students to analyze and interpret a body of knowledge involving history, literature, art, philosophy, and the sciences. Faculty preparation involved seminars or study groups, summer institutes, and visits to other institutions. Results of the faculty development and rationales for the course offerings in Integrative Studies are discussed. Brief descriptions of each course are given. Each fall Title II conducted an external evaluation of the Integrative Studies program; the September 1986 and 1987 assessments are provided. A student attitude survey is conducted every 2 years; the Spring 1987 survey form and results are provided and discussed. Faculty evaluations are also summarized. Letters from faculty about the program are appended. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED306373

KENTUCKY STATE UNIVERSITY

INTEGRATIVE STUDIES (IGS)

COORDINATOR: DR. PAUL CIHOLAS

FUNDING AGENCY: PARTIALLY FUNDED
BY A TITLE III GRANT

HE022597

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Paul Ciholas
Kentucky State Univ
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

In 1982 Kentucky State University, an historically black institution, was mandated to desegregate and change its status to a small liberal studies institution with characteristics sufficiently unique to make it distinctive in the Kentucky system of higher education. This historic shift required a commitment on the part of the administration and of the faculty to redefine the University's mission and purpose through the implementation of an innovative program of study. It also meant intensive faculty retraining for out-of-field teaching. The necessity to address the two concepts of uniqueness and quality compelled us to create a new paradigm with new modes of thought. It required not only that we strengthen existing educational programs, but that we also change some traditional assumptions undergirding them.

The Integrative Studies Program was developed as a result of the new mission of Kentucky State University. It consists of seven seminar-type models, three in the Western and four in the non-Western traditions. Integrative Studies is a basic component of the 53-hour core curriculum. It is far more than an attempt at a distribution of courses within the liberal tradition. It elicits from both faculty and students a commitment to analyze and interpret a body of knowledge which links the perennial questions of human life with the greatest works of history, literature, art, philosophy, and the sciences.

Faculty preparation for the teaching of these seminars was extensive and was made possible through a Title III grant providing the funds necessary for release time. Faculty development relating to the Integrative Studies program involved about one third of the faculty, or some 40 teachers. It was organized around three major activities:

1. Faculty seminars or study groups.

Each semester for two consecutive years six faculty members were granted partial release time from teaching to participate in intensive weekly seminars in order to familiarize themselves with the content and conceptual framework of the new courses. This faculty group represented many different disciplines.

2. Summer institutes.

Each summer a special Integrative Studies Institute brings together more than twenty faculty members who, for two weeks, are involved in a very extensive program of activities dealing with the philosophical foundation of the program and a study of the best pedagogical methods to be used. The past two institutes consisted primarily of a thorough evaluation of the curriculum and were meant to increase the pool of teachers in the program. The next institute will concentrate on the principles of integration in college teaching.

3. Visits to other institutions.

In order to broaden faculty perspectives and enhance critical self-evaluation, groups of teachers have visited

institutions with programs similar to ours. Institutions visited were: Davidson College, The University of Notre Dame, and Whittier College.

Some results of faculty development in Integrative Studies

1. Building of conceptual bridges between disciplines.

The interdisciplinary approach of the program challenges faculty and students to view learning as an integrative process by suggesting conceptual bridges which can span historical moments and various disciplines of study. Though remaining deeply committed to their own specializations, faculty members teaching in Integrative Studies have learned to identify the interstices where science and theology meet, to perceive and communicate to students the currents of Greek thought which spawned the first academy, that in turn gave rise to European universities, to investigate the interrelationships of the arts and the historical climate of creation, to recognize the underlying unity of Zeitgeist within historical periods, etc. In these pursuits there is no comfort of a prescribed path, no security in a fixed discipline, and not one set of facts which must be disseminated. Rather, teachers aspire to cultivate the spirit of inquiry, broaden cultural perspectives, and challenge intellectual preconceptions.

2. Collegiality.

By bringing together colleagues from different disciplines, faculty development in Integrative Studies not only improved the faculty's understanding of other areas of learning, but also diminished or eliminated interdepartmental distrust and suspicion. The growing awareness that no single discipline of learning can provide a complete understanding of the major issues confronting humanity in today's world has led teachers to broaden their fields of interest and research and to appreciate more respectfully the academic endeavors of colleagues whose professional activities seemed distant or perhaps irrelevant.

3. Faculty-student relationship.

Students are often asked to eshew narrowness and become acquainted with the major questions and modes of analysis in a wide range of fields. Teachers in Integrative Studies have served as better education models by showing the ability and willingness to operate in areas of learning which lie beyond the confines of their disciplinary training.

Rationales for the offerings in Integrative Studies.

1. To recapture, in some sense, what Lovejoy called the Great Chain of Being, students must be deeply aware of the symbols and concepts which have guided successive generations in their attempt to organize and communicate their experience in the natural, intellectual, and spiritual realms. At the heart of

integrative courses is the commitment to train students in the art of acquiring, interpreting, and communicating knowledge.

2. The process of generalization, central to the purpose of education, rests to a great extent on a panoramic view of available knowledge. Thus, the integration of knowledge brings to life the ideal of cultural pluralism by expanding the number of perspectives from which questions of value may be viewed.

3. The fragmentation of knowledge which besets the university curriculum creates a sense of alienation in the academic community and deprives the students of a holistic approach to learning and life. It is not only desirable, but imperative, that new bridges be built to alleviate intellectual isolation, narrowness, and provincialism.

4. The rise of fragmentation of information also creates a lack of perspective in education which, all too often, generates an unacceptable level of distrust and suspicion. Students tend to view the university not so much as a community of learning but as a supermarket for programs. They consider as acceptable certain forms of "ignorance" in relationship to disciplines they regard as inessential for their professional training.

5. We need to promote and improve the integration of the technical and humanistic components of all professional education. Conceptual links must be established between apparently unrelated ideas learned on different sides of the campus. The search for the thread which unifies all aspects of knowledge ought to be intensified.

6. The integrative studies courses place the emphasis on critical and analytical ability. They do not intend to replace the information given in specific areas by departmental courses. They should enhance the student's relationship to all disciplines. Inherent in this approach is the belief that students must be introduced to the events, individuals, ideas, artifacts, and texts that have contributed to human gains and losses. Such courses should do more than share some insights about our cultural heritage. They should lead students to view their education not only in selfish terms of personal gain, but also as an opportunity to contribute to the vast reservoir of human knowledge by becoming positive participants in the universal experience of humankind.

7. Integrative studies courses also try to correlate the ethical, aesthetic, and intellectual aspects of existence with the practical expressions of everyday life in matters of work, leisure, and social activities. Both aspects must be brought together in a scientifically and technologically oriented society. The most eloquent pleas for the humanization of the sciences and life in general have come from scientists as much as from humanists. Students should be aware of this dialectical relationship which promotes a more balanced perception of learning as well as a more reverent attitude toward life.

Course Descriptions

IGS 200. The Foundations of Western Culture.
3 credit hours
Prerequisite: ENG 101. An interdisciplinary study of the various modes of thought which have linked together the major developments of western culture. Deals especially with Greco-Roman culture from Homer to the Hellenistic era.

IGS 201. The Convergence and Reshaping of Cultures.
3 credit hours
Prerequisite: IGS 200 or permission of the coordinator. An interdisciplinary study of the forces which shaped the development of cultures from the rise of Christianity to the age of the Enlightenment.

IGS 300. The Search for New Forms of Culture.
3 credit hours
Prerequisite: IGS 201 or permission of the coordinator. An interdisciplinary study of the most influential movements and attitudes of contemporary society.

IGS 301. Studies in African Cultures.
3 credit hours
Prerequisite: IGS 200 or equivalent, or permission of the coordinator. A multi-cultural study of the major forces which shaped various African cultures in their social, artistic, historical, political, philosophical, and religious expressions.

IGS 302. Studies in Oriental Cultures.
3 credit hours
Prerequisite: IGS 200 or equivalent, or permission of the coordinator. A multi-cultural study of the major forces which shaped various Oriental cultures in their social, artistic, historical, political, philosophical, and religious expressions.

IGS 303. Studies in Latin American Cultures.
3 credit hours
Prerequisite: IS 200 or equivalent, or permission of the coordinator. A multi-cultural study of the major forces which shaped various Latin American cultures in their social, artistic, historical, political, philosophical, and religious expressions.

IGS 304. The Afro-American Experience.
3 credit hours
Prerequisite: IGS 200 or equivalent, or permission of the coordinator. A study of the evolution of the Afro-American experience from the period of slavery to the present especially as reflected in the writings of Afro-American intellectuals.

Detailed syllabi (available by request to the coordinator of Integrative Studies) are used in common in all the listed courses above.

Assessment of Integrative Studies

1. External Evaluation

At its inception, the Integrative Studies program was the recipient of a Title III Grant. The external funding allowed for faculty release time in order to engage in extensive preparation for teaching the new courses. The three major activities sponsored by Title III were faculty study groups, summer institutes, and visit to other institutions. Those activities are described earlier in this proposal.

Each Fall Title III conducted an annual external evaluation of activities sponsored by the Grant. The last evaluation took place September 1987. The evaluating team consisted of:

Dr. William L. Craig, Chairman
Vice President for Development
Norfolk State University
2401 Corprew Avenue
Norfolk, Virginia 23504
(804) 623-8323

Dr. Henrie Turner
Chairperson - Biology
Director of Health Career Programs
Morris Brown College
Atlanta, Georgia 30314
(404) 525-7831

Dr. David C. Smith
Executive Director
Society for Values in Higher Education
409 Prospect Street
New Haven, Connecticut 06510
(203) 865-8839

Dr. Smith was the principal evaluator of the Integrative Studies program.

The assessment of Integrative Studies by the Title III visiting team is reproduced below in literal form.

SEPTEMBER 1986

The Integrative Studies Program

In the past year, the Title III activities pertaining to this program have been completed on schedule, with the impact of the grant activities to date now having a notable effect upon enhancing the institution's liberal learning mission. Specifically, curriculum planning for the four-semester sequence of Integrative Studies (IGS) courses is now complete. Multiple sections of the sequence (now required of all students except those in the Whitney Young College of Leadership Studies) are being taught to meet student demand.

This reviewer was very pleased with the progress made since the last visit, when concerns were expressed that the planning for the final course in the sequence be completed in a timely fashion and with the rigor that was evident in the syllabi for the first three courses. All of the concerns in this regard have been met.

It is likewise encouraging to note that the Steering Committee for the IGS program is giving ongoing attention to teaching strategies for the course and to the refinement of all of the syllabi. The reviewer is convinced that these improvements will make the difficult material of the sequence more accessible to students and increase their enjoyment of the

program. Indeed, the reviewer believes that IGS is emerging as a model program that deserves wide recognition and dissemination in American higher education. Dr. Paul Ciholas, director of IGS, and the members of the Steering Committee, deserve extraordinary credit for their rigorous and imaginative work. Former Dean Leonard Slade has likewise made an important contribution to the program by anticipating growing IGS staffing needs in faculty hiring.

Through concrete steps of this sort, the liberal learning values of the IGS program are becoming values of the institution. IGS has become the foremost program in realizing the new mission.

SEPTEMBER 1987

Perhaps the most impressive achievements under this grant have been those of the Integrative Studies Program, directed with unflinching persistence by Dr. Paul Ciholas. In the space of a few years, IGS has developed and implemented a remarkable university-wide liberal studies core curriculum that would be a model for almost any institution! It is very encouraging to see the shift from student (and occasionally faculty) opposition to IGS to acceptance and finally broad support--as revealed in surveys of students who have completed IGS courses and greater faculty ownership and participation in IGS teaching. Integrative Studies program represents the breadth of the University's commitment to its liberal studies mission focus.

The activities supported by Title III have had a profound and enduring impact on institutional development, the promotion of active student learning, and the advancement of liberal learning.

2. Student evaluation of Integrative Studies

Since Integrative Studies is a required component of the core curriculum, it is important to survey periodically student attitudes towards the courses. A student attitude survey is administered every two years (regular full cycle for the four semester requirement). The last one dates from Spring, 1987 and is included here with comments.

3. Faculty evaluation of Integrative Studies

Concurrent with the student attitude survey administered Spring, 1987, faculty teaching IGS courses were invited to assess the program. A summary of their comments and sample responses were selected to represent each department involved at the time in the program.

NA = NO ANSWER GIVEN

INTEGRATIVE STUDIES PROGRAM STUDENT ATTITUDE SURVEY

Term: SPRING 1987

Student Data: Age:_____ Social Security #_____

Standing (circle one):	13 Freshman	90 Sophomore	75 Junior	35 Senior	5 NA
Major:_____					
G.P.A. (circle one)	3 less then 2.00	69 2.00 to 2.5	68 2.6 to 3.0	43 3.0 to 3.5	26 3.6 to 4.0	9 NA
Race (circle one):	134 Black	66 White	2 Hispanic	4 Other	12 NA

Which of the following best describe your situation?
(mark all that apply)

[62] currently enrolled in IGS 200. [85] currently enrolled in IGS 201.
[36] currently enrolled in IGS 300. [20] currently enrolled in IGS 301.
[15] currently enrolled in IGS 302. [—] currently enrolled in IGS 303. NO SURVEY GIVEN
NOT OFFERED [-] currently enrolled in IGS 304. ~~[ ] currently enrolled in IGS 305.~~
[ ] have not begun my IGS sequence. [ ] have completed the IGS sequence.

Place an X in the box corresponding to your response to each question below.

1. The amount of reading assigned in IGS is:	[8] less than I expected	[150] as expected	[39] more than I expected
2. The reading level of assignments in IGS is:	[6] less than I expected	[150] as expected	[62] more than I expected
3. The writing assignments in IGS are:	[44] less demanding than I expected	[195] as expected	[29] more demanding than expected
4. Discussion in class requires:	[25] less participation than I expected	[194] as expected	[53] more participation than expected
5. Essay tests require:	[6] less effort than I expected	[117] as expected	[95] more effort than I expected

6. Before taking IGS courses, I would have ranked IGS coursework in terms of other courses at KSU:

Among the Worst	[45] 1	[53] 2	[83] 3	[29] 4	[8] 5	Among the Best

7. Currently, I would rank IGS courses:

Among the Worst	[20] 1	[31] 2	[74] 3	[54] 4	[39] 5	Among the Best

8. What is the relevance of IGS courses to other Liberal Studies core requirements (for instance, Eng 101, His 103)?

Very Irrelevant	[24] 1	[39] 2	[67] 3	[47] 4	[41] 5	Very Relevant

BEST COPY AVAILABLE

9. Judge the relevance of the IGS program to your major:

Very Irrelevant	[81] 1	[54] 2	[37] 3	[23] 4	[28] 5	Very Relevant

10. What is your attitude concerning the relevance of IGS to your overall education?

Very Irrelevant	[28] 1	[44] 2	[57] 3	[46] 4	[46] 5	Very Relevant

11. Rank the skills listed below according to the relative importance and impact on you as a result of your participation in IGS:

(1 is the highest, 6 is the lowest)

_____ Critical thinking

_____ Articulation of ideas INDEPENDENTLY TABULATED

_____ Writing ability

_____ Knowledge base

_____ Reading comprehension

_____ Other (specify): _____

12. Rate your attitude toward the degree of impact IGS has had on each of these skills:

Critical thinking:	[5] Very Negative	[0] Negative	[64] Neutral	[103] Positive	[96] Very Positive
Articulation of ideas:	[4] Very Negative	[6] Negative	[63] Neutral	[114] Positive	[31] Very Positive
Writing ability:	[3] Very Negative	[6] Negative	[78] Neutral	[95] Positive	[36] Very Positive
Knowledge base:	[2] Very Negative	[3] Negative	[56] Neutral	[99] Positive	[58] Very Positive
Reading comprehension:	[4] Very Negative	[6] Negative	[56] Neutral	[102] Positive	[50] Very Positive
Other (specify): _____	[ ] Very Negative	[ ] Negative	[ ] Neutral	[ ] Positive	[ ] Very Positive

13. Rate your general attitude toward the IGS program:

	[16] Very Negative	[32] Negative	[56] Neutral	[79] Positive	[35] Very Positive

STUDENT ATTITUDE SURVEY

During the spring semester 1987, a student attitude survey was administered to IGS students. This survey is different and independent of the regular student evaluations which were also administered at the end of the semester.

Though not all classes were surveyed and not all students participated, the 218 responses represent a normal cross-section of our student body.

A summary sheet of responses is provided here. Most of the answers are self-explanatory. Last year, the IGS Coordinator prepared a small statement on "IGS and KSU Students" (a copy of it is attached here again). Most of it remains valid, but the new survey shows some points of great interest.

Answers to questions 1-5 reveal that the majority of students find in IGS the level of difficulty they expected. Quite a number still regard IGS requirements as more than what they expected, while only a few (except for writing assignments and perhaps class discussion requirements) expected less than what is offered.

Answers to questions 6-7 were the most unexpected and somehow the most encouraging. Though too many students have not yet fully accepted the concept of IGS, a sizeable number of those who considered the courses among the worst before they entered the program, changed their opinion after taking the courses and considered them among the best at the University. In many instances, students who checked 1 and 2 in question 6 also checked 4 and 5 in question 7. This encouraging shift in attitude should improve even further as IGS becomes staffed by teachers who have increased their qualifications to teach the courses.

Answers to question 9 remain disappointing. Too many students who consider IGS relevant to the liberal studies core and to their overall education, cannot establish a relevant correlation between those courses and their specific majors. In some fields especially, such as business, computer science..., students consider IGS important for their overall education but do not regard IGS courses as affecting their majors directly.

Answers to question 12 definitely show the centrality of IGS for KSU's mission and the liberal studies. Though the scores could be improved, we consider these responses very rewarding. They certainly represent an invitation for us to persevere in our efforts.

Answers to question 13 are about as expected, though they can be analyzed in very interesting ways according to teachers. Faculty members who have attended IGS Summer Institutes have been able to elicit the highest marks. On the contrary, two of the teachers who never participated in Summer Institutes collected almost all of the "very negative" responses.

General Comment

Since IGS courses are part of the core curriculum and are required of all degree-seeking students (with the exception of those enrolled in the Whitney Young College), it is difficult to establish a student profile different from what is already known from their GPA and ACT scores. IGS has neither minors nor majors and as such, no specific constituency among students. IGS courses, however, do progressively alter the general profile of students as evident from Appendix II.

SUMMER 1986

IGS and KSU Students

No generalizations would adequately reflect the way in which the IGS program is received by students at Kentucky State University. The necessity to address the two concepts of excellence and uniqueness which were thrust upon us in the context of the new mission of the institution did not, at first, affect the educational perspective of a great number of students. Kentucky State University's recent emphasis on the liberal studies in its curriculum placed the institution on the cutting edge of academic accountability. But it also cast the faculty in the role of advocates for paradigms of teaching with which they were not always familiar and which were not readily welcomed by students with traditional vocational and career expectations.

At first, IGS courses were received by students with a great deal of resistance. It was to be expected that the program would have to prove its value and merit before it could win the praise of a large number of students. At their inception, IGS courses were perceived by many students in the same way other required courses in the liberal tradition are perceived, i.e. as obstacles to be overcome in order to meet the requirements of graduation.

At this point, the program has been offered for two years. Thus, we now have the benefit of responses from some students who have completed the entire IGS sequence. The program has used the regular University channels of evaluation. On the basis of the information now available, we can offer the following remarks:

1. Progressively, and even more rapidly than we anticipated, IGS has been able to win a place of respect in the students' outlook on education. For the most part IGS courses have followed a path which led from students' resistance to resignation, to acceptance, and now, for many, to enjoyment and even excitement.

2. A careful analysis of students' responses reveal that they come to see the merits of the program at the end of the process much more than at the beginning of it. It is only now that IGS can collect a more comprehensive and meaningful set of data relating to its merits and demerits.

3. Last year (85-86) the program was thoroughly revised by a steering committee to make it more accessible to students and to enhance its internal coherence.

4. The IGS Steering Committee remains aware of specific difficulties confronting some of the students for whom IGS courses (or other courses in the liberal studies) represent unreasonable expectations. Some of those difficulties are:

   a. A serious lack of cultural background of any kind.

   b. A pronounced difficulty in reading and relating to primary sources.

   c. A general lack of any historical framework within which literature, philosophy, art and architecture, and a variety of sciences developed.

   d. Many students cannot conceptualize the definitions of our new mission and do not consider it their responsibility to bring it about.

5. On the positive side, and with the persistent commitment of the IGS faculty, students have come to realize the importance of being exposed to a wider cultural world both within and outside of the Western traditions.

6. The preparation of the faculty to teach IGS courses has been intensive, and most teachers are able to generate enthusiasm in their students. The evaluation forms gave the students an opportunity to appraise their teachers thoroughly. All the results are on file in the office of the coordinator. When, in the final question on the evaluation form, students were asked to grade their teachers on a scale of A to F, we obtained the following results: A 61%, B 33%, C 4.4%, D 0.8%, F 0.8%.

Concluding Remarks

When a program like IGS becomes a University-wide requirement, involving a majority of students who would not opt to take the courses (or any other course in the core curriculum), the academic community has to meet the challenge of providing the most judicious course of instruction which will not only ensure immediate quality, but which will also remain the backbone of the students' education. In order to achieve this, Kentucky State University had to follow a path which combined wisdom and expediency. In an informed, almost prophetic sense, it is the responsibility of any institution of higher learning to provide a course of study which may not always meet with the approval of some of the students but which will continue to enhance their personal, professional, and civic lives. Though the benefits of IGS courses may still be regarded as questionable by some students, others have come to realize that to deny or to ignore the major cultural strata and traditions on which modern life rests is also to deny a significant part of their own reality.

The task of IGS is unfinished and will remain so for years to come. The Steering Committee is intensively active and, during this next academic year, will devote a great deal of its time to seek improved ways of presenting the material to the students and of alleviating some residual anxiety inherent in the scope and rigor of the IGS program.

3. Faculty evaluation of Integrative Studies

Concurrent with the student attitude survey administered Spring, 1987, faculty teaching IGS courses were invited to assess the program. A summary of their comments and sample responses were selected to represent each department involved at the time in the program.

Nineteen faculty members replied to my memo of March 5, 1987. I am appending copies of their letters to this report. Following are some of the most recurrent remarks they have made.

1. Positive Comments: Most teachers emphasized the following:

- An appreciation for the intellectual challenge offered by IGS.

- The opportunity to get acquainted with faculty outside of their areas of expertise.

- The esprit de corps the IGS program generates among faculty.

- The collegial influence of IGS on faculty morale.

- The personal and institutional benefits of interdisciplinary teaching.

- The positive impact IGS has on students.

- The contributions of IGS to excellence in teaching.

- The centrality of IGS for the liberal studies' curriculum and for the mission of the University.

- The ways in which the program is now known at other Universities which sometimes use it as a model.

Concerns and Requests of the IGS Faculty: Among the most important ones are:

- The problems of staffing which are far from being resolved. Some teachers who offer their services to IGS feel that their commitment to the program hurts them in their own departments, especially when they are evaluated for salary increments, tenure, and promotion. Since IGS has no administrative structure, it is never a part of the evaluation process. Thus teachers who devote a great deal of time and energy to IGS may find themselves penalized rather than rewarded. There remains an urgent need to regularize some faculty appointments in IGS.

- The problems of scheduling are still needlessly frustrating. Even when agreed upon arrangements are well defined, some chairpersons do not hold them, and teachers find their IGS courses in conflict with their departmental ones.

- The need for release time from teaching to allow some faculty members greater familiarity with the program and a better preparation for teaching.

- The need for special seminars, lectures, and faculty meetings during the academic year.

- The request to extend the Western offerings to four models as originally proposed, which would bring the total number of required IGS courses to five (the fifth one being the non-Western).

- The concern of some teachers (and students) that the non-Western models fail to maintain the high level of rigor and intellectual challenge of other IGS courses because they replace philosophical, literary, and cultural ideas with sociological, economical, and statistical studies.

- The possibility of extending IGS courses to four credit hours to bring them in line with WYC seminars.

- The need to provide incentives necessary for the program to continue to grow (Budget, clerical help, central office...).

3. Conclusion

Faculty continue to show a high level of commitment to the nature and purpose of IGS and regard the program as central for the mission of KSU and their personal academic and intellectual welfare. But they also express a great deal of frustration concerning the lack of proper administrative response to the needs of the program.

April 16, 1987 DEVELOPMENTAL STUDIES

In response to your request for an evaluation of the IGS program, I wish to state my strong support of this program. I believe that the IGS program is the primary key to the liberal arts aspect of Kentucky State University's mission. It fulfills this part of the mission not only by offering students courses which integrate historical, literary, scientific, and philosophical thoughts but also by drawing together an interdisciplinary cadre of instructors for these courses.

In fact, one of the facets of the program which has been the most meaningful to me has been the IGS Summer Institutes. As a fairly new member of the K.S.U. faculty, I have had the opportunity to meet faculty members from other departments and disciplines, an opportunity which no other university activity has afforded me. The collegiality of the Summer Institute has helped me feel more a part of the university and has offered me delightful insights into different ways of thinking about literature, history, science, etc.

I have only taught an IGS course for one semester and hope that in the future I will be able to do more. However, doing so during the academic year would require an overload for those of us teaching in the Developmental Studies, and such an overload has not been encouraged in the past. I can understand the rationale for this, considering the difficult student population that we work with; however, I believe that teaching IGS courses would allow us to stretch our intellectual and professional selves.

My limited contact with the program has already challenged me intellectually. The material in IGS 200 alone has made me even more aware of how much I don't know and would like to know. In a way,

this has been frustrating, since I am close to the end of my doctoral coursework (and, therefore, of my formal education) and have begun to feel more and more inadequate about what I know in comparison to how much there is to know.

This frustration is motivating rather than discouraging, however, and I would hope that our students would experience this same frustration in its most positive sense. Since so many of our students come from the Kentucky/Ohio/Michigan corridor, I want them to be exposed to different times and places and ways of thinking which are alien to them when they enter college. While most of the students I have taught in Developmental Studies have not yet taken any IGS courses, it is particularly difficult for me to determine if this will happen for this group of students. However, one former DES student, Lisa Smith, took IGS 200 the same semester she was enrolled in my Oral Communication II class, and I knew that she was really "on fire" about her new exposure to Socrates and Plato and Aristotle. In fact, for an oral reading assignment in my class, Lisa selected a portion from one of her IGS texts, a very unusual and challenging choice for a Developmental Studies student.

As a whole, I think that the IGS program is one of Kentucky State University's strongest assets. It is extremely well organized and managed and involves some of the brightest, most energetic members of the faculty. If I would suggest one way that it could be stronger, at least for me, it would be that those of us not in the core of the IGS organization would benefit from special seminars, lectures, and meetings during the regular school year, not just during the Summer Institute. This may not be pragmatic, since everybody seems quite

overextended as it is; however, I personally would appreciate more contact with the rest of the IGS faculty. After the first Summer Institute, those of us who had participated had informally expressed a desire for a "reunion" and such a gathering would help us reestablish our ties with the program and with one another.

Lynnda S. Beavers

BIOLOGY

Kentucky State University Frankfort, Kentucky 40601

Memorandum

Date: March 31, 1987

To: Dr. Paul Ciholas
Director, Integrative Studies

From: Charles H. Bennett, Ph.D. CHB
Associate Professor/Biology

Re: Evaluation of IGS Program

I have several comments to present concerning my involvement in the IGS program at Kentucky State. As you know, I represent a small minority of science faculty involved in IGS. I wish I could do more to encourage a larger representation of faculty from my division to become involved in IGS. My appreciation for the early development of scientific thought, logic and human philosophy represent the most significant areas that IGS has impacted my professional growth. In addition, I consider my matriculation into the universal concept of a "college professor" has been significantly aided by my involvement in the IGS program. My participation has certainly assisted in my promotion and tenure status at Kentucky State.

IGS presents our students with a much needed view of their historical past. Our liberal studies curriculum would not be complete without the IGS program. I can think of no other sequence of classes on this campus that presents a global view of the arts, humanities, literature and science as does IGS.

IGS has contributed to the enhancement of faculty morale on this campus through spirited interaction among the faculty teaching IGS. Our students will benefit in the long run. Imporvements in the program could be realized if faculty were allowed release time to improve skills in their respective IGS area.

/chb

PSYCHOLOGY

Kentucky State University Frankfort, Kentucky 40601

DIVISION OF BEHAVIORAL AND SOCIAL SCIENCES

MEMORANDUM

Date: May 7, 1987

To: Paul Ciholas
Director, Integrative Studies

From: Mark Garrison
Assistant Professor of Psychology

Re: Evaluation of Integrative Studies Program

Per your request of March 5, 1987, I am submitting the following evaluation. I wish to thank you for the opportunity to serve on the Steering Committee and to teach in the program. It has been a very good experience for me, and I hope that it shall continue. I have simply followed your items as given in your memorandum.

1. My participation in the program has led me to reflect deeply upon my teaching style and my objectives as a teacher both in the IGS program and in Psychology. I have always felt that I needed an opportunity to test the skills I acquired during my undergraduate years in a Great Books program. I believe that this has been that opportunity. With regard to my own academic and professional life, I would have to say that I have seen no evidence that teaching in the program has been included in any positive way in my evaluation by superiors with budgetary control. This contradicts my understanding of the importance of the program for KSU.

2. The greatest struggle that I face is the overscheduling that occurs in my area. Next fall, even with knowledge of my commitment to the program, I was scheduled for a full load in the division. This leads to unnecessary cancellation and even a possible jeopardy of the MISIP grant funds that provide a release time for me as Project Director.

3. I believe that IGS 200 has a significant impact upon many students, though it is unfortunate that the imp[act is not early enough to reflect in their overall grades. Usually they have caught on in the last four or five weeks. I would hope that their growing enthusiasm is nurtured in the remainder of the sequence.

Kentucky State University is an Equal Opportunity/Affirmative Action Institution.

4. The program could be improved by any of the following methods:

a. Regularization of some of the faculty appointments.
b. Increasing the number of courses back to the original five.
c. Possibly increasing the number of credit hours to four to match the WYC seminar hours.
d. Provide outright incentives to the best faculty in the program.
e. Give the program a budget.

5. The program, and especially its workshops, have given the faculty a positive basis for esprit de corp. It unites faculty from different areas and requires a networking that goes beyond the area/discipline type concerns. The students seem to be developing the same kind of spirit. They have the opportunity to recognize real deficiencies with clear remedies. They get excited about books, ideas, and points of view of other people. This leads to an increase in tolerance for others and tolerance for difference. Most of all, the program is the basis for a true Liberal Education.

6. This question is almost a tautology: IGS is the mission of the University embodied in actual courses. The success of the program is the success of the mission.

T. M. H. COMPUTER SCIENCE

To: Paul Ciholas
From: Tom Hughes
Date: April 22, 1987
Subject: IGS reflections

In response to your memo of March5, I wish to convey several observations stemming from my involvement in KSU's IGS program.

(1) As a teacher I have noticed some students beginning to develop a greater bredth of thought and outlook toward academic, intellectual and artistic matters. The basis for my awareness comes from my having mainly taught IGS 300 in recent semesters, wherein I am witnessing students developing and formulating links between contemporary ideas and issues and past ideas presented in the previous IGS models, 200 and 201. Prior to KSU's implementation of the IGS 200, 201 and 300 sequence, KSU students, for the most part, took compartmentalized, disjointed and shallow approaches to any new subject matter.

(2) My own involvement in the IGS program, both as an instructor and steering committee member, has brought me enormous intrinsic benefits. Planning and teaching course content, and discussing curricula with IGS faculty colleagues has forced me, in a positive way, to keep my intellectual and analytical skills sharpened, as well as to keep my mind open to new areas of past and current cultural accomplishment. Moreover, nearly all the professional collegiality and the excitement of academic peer interaction, which I have experienced at KSU, has come from working with students and other faculty active in IGS.

(3) One frustration, unfortunately, which needs to be reported is the lack of at least partial official appointment status to IGS as an academic unit in its own right. While IGS forges ahead to provide the substance and essence of liberal education toward fulfilling KSU's mission in the states higher educational system, it operates without a regular faculty, and hence without guarantees that the best facultyfor IGS will actually be teaching IGS. Instead, pressures seem to occour toward using IGS as, at least, a partial dumping ground to expidite faculty scheduling. Moreover, the lack of any FAF appointment status to IGS means that those actively involved in the program remain so without any direct bearing on their professional evaluation which stems from their primary appointment unit.

To: Paul Ciholas
From: Lynn Kelley
Re: Evaluation of IGS Program
Date: March 17, 1987

POLITICAL SCIENCE

This is to respond very briefly to the points you raise for evaluation and comment in your 3/5/87 memo to IGS faculty.

The IGS program has been beneficial to me because it is one of the few avenues on the campus that has brought persons from diverse subject matters together for any defined academic reason. As such, the activity of participating in the development of IGS 303 and of teaching the developed course to three faculty peers was of great benefit to me in many ways.

I would not call the issues of implementation of the course "problems and struggles" necessarily, but there are certainly a variety of concerns to work through, particularly in the first-time implementation of the course for students. Initially, of course, this had to do with the elemental need tofind students to populate a course in Latin American cultures, which was "foreign" to these students, quite literally. Once the students were in the course the big problem was to find some way to get them interested in the initial subject matter: the pre-Columbian civilizations. (I discovered that the primary reason for four of the five students' being in the course was that it fit their schedules). It is only now that the course is at the mid-term mark that most students are engaged by the subject matter. There is no que that the inclusion of films has been a great assistance in generating interest in the course. Likewise, the inclusion of short stories has helped elicit interest and understanding.

IGS has had some impact on the student body in their thinking. A few have complained about this invasion of their time. Some have merely accepted it as an inevitable part of what they must do, a kind of intellectual veil of tears. If my sample of students (in the IGS course and the ones who pass through the Community College office for any number of other reasons) is at all representative, I think probably 30-40% of the students on the campus have been mildly, positively impacted by the courses of IGS. Finally, I think probably about 5% have probably benefitted a great deal, because they have truly been awakened to a wholly different experience from any other school work they have ever had because of IGS.

I believe that IGS is vital to the stated mission of the University, but I also believe that there remain some large areas of the University's population in which this view has made no discernible headway. I take it as a very positive sign that more faculty members have signed up for IGS enrichment for Spring 1987 than ever before, because I think that the more persons on the faculty are exposed to IGS, the more likely they will interact favorably with their students about the concept.

Evaluation of IGS Program
Jo G. Leadingham
March 20, 1987

ART

I have been active in the IGS Program since its inception, initially as a part of a planning committee, and, when the program became a reality, as an instructor in two of the IGS models, 200 and 201. I participated in both Summer Institutes, as a leader of the 201 Seminar in 1985 and as a member in 1986. Further, the Ph.D. program in which I am currently engaged, a program funded by a NEH Grant, is interdisciplinary in design - literature and art history - offering me further development in scholarship and the teaching of the humanities. I anticipate that IGS will eventually constitute one-half of my teaching assignment while I continue to teach art history in the art department. Participation in IGS has been of immense importance to me personally and professionally. It has provided an opportunity to share ideas with interested colleagues outside my own discipline, an opportunity to refresh and expand my reading and professional scholarship, an opportunity to expand an historical and philosophical framework for my own discipline, art history.

Overcoming the initial hostility among KSU faculty, an hostility adopted by many students as well, has been, I believe, the most difficult obstacle concerning the successful implementation of IGS. With the core curiculum in place and the "turf" battles resolved, the fear regarding IGS encroachment has apparently subsided. The idea of the administration that all faculty be available to teach IGS was a further threat to faculty and a cause of additional resistance to the program. While there are still gains to be made in the understanding and support of IGS among faculty, the Summer Institute, with faculty participation from most academic disciplines, is contributing importantly to that goal. Faculty understanding of IGS is essential to the students' acceptance of the program.

IGS has certainly contributed to the intellectual life of students as well as faculty, initiating new ideas, synthesizing those that exist otherwise only in disparate disciplines. The IGS program does remain a threat to those students unwilling or unable to engage in the rigorous schedule of reading and discussion. Since the skills and knowledge embodied by IGS constitute the core of any reputable university program, the demands of the IGS curriculum should not be compromised to accomodate the limitations of the least disciplined students.

It is important that IGS allow some flexibility while maintaining its essential curriculum, and this will continue to be a sensitive balance. Continuity of leadership is important as is participation of faculty fully committed to the principle of interdisciplinary studies. The non-western models need to incorporate structures more in alignment with IGS 200, 201, 300 - philosophical, literacy (mythological), cultural ideas should not be replaced by sociological, economic or statistical studies. Students experiencing difficulty with the reading material could, perhaps, be given assistance through tutorial/discussion groups led by senior students (work-study or employed by IGS) at scheduled times during the week. Communal reading would improve understanding and move marginal readers toward more comprehensive interpretive skills.

After an initial period of skepticism toward IGS, it is generally realized, by the KSU campus and the educational community in the state, that KSU's IGS program, at the very heart of our curriculum, is unique in the state. I was surprised to learn a faculty committee at UK considered our IGS program in the development of their new interdisciplinary curriculum - unfortunately they settled for a piece-meal structure. It was gratifying to have them look toward us as a model. A program of shared studies, highly interpretive in nature, cannot help but bring the KSU community, faculty and students, together.

IGS is, in my mind, at the very heart of KSU's liberal arts mission, providing students an opportunity to examine historically and culturally important ideas essential to a real understanding of one's place in the world ideologically, professionally and personally.

PUBLIC AFFAIRS

To: Paul Ciholas

From: Dr. Mohapatra

Re: Evaluation of IGS Program

My association with IGS began with my involvement with the Non-Western model. I have attended two summer workshops (African 1985 and Oriental in 1986). I have taught the Oriental culture course in Fall 1986 and Spring 1987. Based upon my experience with IGS program I have itemized my comments.

I.

In my opinion, IGS is the best thing that has happened to undergraduate curriculum on KSU campus. In the course of teaching IGS courses, I have noticed the enthusiastic responses of the students toward understanding Non-American cultures. With a balanced instructional style (Reports,discussions, bibliographic searcher, film, tapes, visiiting scholars, etc.) it is feasible to keep our students interested in foreign cultures.

II.

IGS has intergrated the KSU Faculty who are interested in the study of cultures-irrespective of their disciplinary origin.

III.

Our library holdings on Asia, Africa, and Latin America has greatly improved to support IGS courses in these areas.

Suggestions

1. All faculty who are trained and interested in teaching IGS courses should be allowed to do so.

2. Library resources should be further rengthened.

3. We need a monthly colloquia of IGS faculty with a guest speaker from another school.

4. Opportunities should be provided for IGS faculty for summer residence in major research centers.

Kentucky State University Frankfort, Kentucky 40601

M E M O R A N D U M

To: Dr. Paul Ciholas

From: Dr. Alan C. Moore MUSIC

Subject: Evaluation of IGS Program

Date: April 3, 1987

My participation in the IGS program, in the two summer workshops I attended, in the various planning committees on which I served, and in teaching the African Studies component for the past two semesters, has enhanced my academic and professional life in more than than I can articulate in this report. The workshops and committees have provided an opportunity for me, and for other faculty members to share ideas and knowledge with each other affecting not only the IGS Program, but the manner in which we approach teaching our other classes as well. The interdisciplinary aspect of the Program forces faculty members to step out of the narrow cocoon of their particular discipline and to begin to discover the wealth and interrelatedness of other disciplines. At the same time, faculty are exposed to each other's philosophies of learning (and general philosophies) and are able to develop greater equanimity when presented with new or different points of view. The summer workshops (as I have outlined previously in the reports I have submitted) have enabled me to study many topics with which I had only causal familiarity. The planning and execution of these workshops has been exemplary, and I hope that I will be able to be involved in further workshops.

The main problem I have encountered, personally with the implementation of the program, has been the difficulty in adjusting my schedule so that I am able to include an IGS course in my schedule. My chairperson, Dr. Liddell, was very cooperative in this regard, even though it did create certain difficulties in the Music Schedule. I hope that arrangements can be made in the future so that it will be less difficult for the IGS coordinator to get the cooperation needed to get the best faculty available to teach these classes (I am aware that others have had much more difficulty that I experienced in getting to teach an IGS course). Other problems include the need for a good audio system in Hathaway Hall to play recordings of tapes and music. I realize that this is an area in which I should provide input in order to bring about its implementation.

Kentucky State University is an Equal Opportunity/Affirmative Action Institution.

I feel that the impact IGS has had on students is much greater than they or we realize. In many ways, these course enable students to expand their whole thinking process, and to begin to see all kinds of relationships in their lives and in their word that were quite hidden before. I feel that the non-Western models are especially important, since they provide students with a completely new reference point from which to view the total world in which we live, and to develop a more critically intelligent view of our own particular society (which is very much needed).

The best way to improve the IGS program is to continue with what I consider to be the excellent approaches that are already being followed. I see no need for any drastic changes at all. Those who have planned and monitored this program are to be commended for the outstanding job they have done. Obviously, courses can be modified slightly as we have greater experience teaching them, library resources can be expanded further, teacher training (and other opportunities for sharing ideas, such as the guest lectures and luncheons that have occurred) can and should continue. However, the program as it is right now is very sound and well structured.

The IGS Program has had a great and positive impact on the life and social esprit of the University community because of the activities I have discussed already. For that reason, ways need to be found to continue and expand these activities. I feel confident that if this happens, Kentucky State can expect to rise to a position of academic leadership in this state and region that few of us would have believed possible.

Needless to say, the IGS Program is one of the main aspects of the Academic part of the University enabling us the fulfill the new mission. Hopefully, as the program continue, this will become obvious to more and more faculty members, so that there will be greater awareness and willingness to become involved on their part.

(Term Paper From IGS 301 enclosed)

Kentucky State University Frankfort, Kentucky 40601

DIVISION OF BEHAVIORAL AND SOCIAL SCIENCES

MEMORANDUM

SOCIOLOGY

DATE: April 20, 1987

TO: Dr. Paul Ciholas, Director
Integrative Studies

FROM: Neville N. Morgan
Neville N. Morgan

RE: IGS Program Evaluation

The IGS program at Kentucky State University has served and continues to serve a dire need among students for a liberal based education that is consistent with the national trend and the university's mission.

Last summer I was privileged to have participated in the non-western model Latin American Culture, taught by the able Dr. Kelly. Through participation in this module, I have gained a better insight into the factors and forces that have shaped the South American sub-continent. As a direct consequence of my involvement in the Summer Institute I have become more global and less parochial in my lectures, reading assignments, and term paper topics. I can safely say that my students have benefitted through a heightened awareness of the region, the region's role in U.S. foreign policy, the region's struggle for self sufficiency and its attempts to rid the region of the shackles of U.S. suppression and aggression.

IGS has emerged as a viable entity on the campus, yet, however, it lacks department status and faculty. Continued growth of the program can only be achieved if the university recognizes IGS's true role in the University's overall structure.

By way of criticism, while IGS has a place and a role in an Historically Black College, there is some suspicion that the instructional approach lacks ethnic sensitivity. If this claim is true, corrective measures must be taken to be more sensitive to Black students or to dispel the misconception.

Kentucky State University is an Equal Opportunity/Affirmative Action Institution.

Kentucky State University Frankfort, Kentucky 40601

M E M O R A N D U M

TO: Dr. Paul Ciholas MODERN LANGUAGES

FROM: Daniel R. Rutledge

DATE: April 6, 1987

RE: Evaluation of IGS Program

The IGS Program has, if nothing else, made it possible to assume that, while students graduating from KSU may not know the thought of Plato, they are, at least, not wholly ignorant of its existence. They have been exposed to the fundamental texts in the Western Tradition. In many cases it may be the first time - in most, the last time - that they will confront those ideas, which, for better or for worse, are the foundation of the society of which they are part.

The IGS Program attempts to offer students a formation, not merely an education. By doing so, both faculty and students are compelled to be less parochial, less locked into an ever narrowing species of specialization. A faculty member who reads matter outside his field escapes the myopic monotony of specialization, and, if the wind is right, he might even gain an unsuspected perspective on it all. A student who reads matter in the diverse fields traversed by IGS, is, will he nill he, on the way to becoming a literate human being - which, over the last two decades of academic self-immolation, has become an increasingly rara avis.

Having examined the Western Tradition, students, they, must view an alternative, a Non-Western Tradition. The exposure to a Non-Western Tradition is analogous to the study of a foreign language: if one does not master it completely, nonetheless, one knows that one's language is not unique, but one of many. As other languages are better able to articulate certain concepts than is one's own, so other Traditions contain concepts absent, and perhaps inconceivable, within one's own.

If, indeed, the purpose of a university is to form and inform an individual, the IGS Program is quintessential - it permeates the material world of university life. But the quintessence is also the most subtle of elements, the one least likely to be immediately perceived and appreciated. So it was that IGS initially met with less than complete acceptance. To some it seemed to be an imposition of alien and extraneous subject matter; to others it seemed an embarras de richesse. It is not generally, if occasionally grudgingly, accepted by students and faculty alike.

Kentucky State University is an Equal Opportunity/Affirmative Action Institution

But any program, however laudable, must, like any healthy organism, evolve. As of yet, Islam is not studied. Neither is there any serious investigation of the nature of language. Absent as well is any study of the seventh art, the cinema.

Cinema, especially, is underexploited. A feature film series - in particular modern treatment of the past, e.g. Brecht's Galileo Galilei, Osborne's Luther, Anouilh's Becket, Eisenstein's Ten Days that Shook the World, would serve to underscore the living nature of the material - a cultural legacy that has not been forgotten, one which continues to be revitalized.

DRR:cdj

MEMORANDUM

TO: Dr. Paul Ciholas, Coordinator
Integrative Studies Program

FROM: George W. Shields
Philosophy and IGS 201-90

PHILOSOPHY

DATE: March 13, 1987

RE: Evaluation of Program

1. Academic and Professional Life

IGS has had a very significant impact upon my academic and professional life here at KSU. For one thing, the IGS Program provides me with the opportunity to do one of the things I have been trained to do-- teach history of ideas. Moreover, the relatively "high powered" curriculum of IGS provides the "sense" or "feel" that one is indeed a college professor within a bona fide four-year collegiate institution; a professor who is sometimes expected to teach senior college level liberal arts (IGS 300, 302). Participation on the IGS Steering Committee has provided an opportunity for genuine intellectual exchange, and serious dialogue and constructive criticism in the areas of philosophy of education and teaching methodologies. Here is the rare instance of a committee assignment which is integral to one's creative and intellectual capacities, and area of expertise. The IGS Program has also sponsored and/or initiated some of my academic trend which has provided significant professional development (e.g., travel to the Association for South Asian Studies Conference at The University of Wisconsin.) Participation in the Summer IGS Institutes has widened my contacts with other faculty, from whom I have learned much. Last, but not least, preparation of IGS material has sometimes involved research which has become integral to some of my efforts at publication in scholarly journals.

2. Struggles in Implementation

Many of the earlier obstacles to effective implementation of the Program, such as general student and faculty resistance, seem to have been conquered, if not altogether eliminated. My concerns at present are limited to the following: (i) we must keep trained and intellectually acute faculty teaching as many sections of IGS as possible, (ii) the Program has no autonomous secretarial help or

administrative structure for the centralization and execution of administrative activities, and (iii) the curriculum, while much improved in the following respect, still needs to be better honed in terms of quantity of material covered. In some cases, depth of treatment has to be sacrificed in order to effect a reasonably comprehensive coverage of the standardized curriculum. There is, of course, no easy solution to this problem, given the academic mandate of the IGS models.

3. Impact on Students

The impact that IGS has on students is, in many cases, quite dramatic. Many students, especially those with a serious and conscientious attitude toward learning, are opened up to the "life of the mind" or "the world of learning" for the first time in any significant way. And, many of those neither well-prepared for college nor possessing appropriate attitudes of engagement in academic life, find themselves rather captivated by Homer's Odyssey, or the Theban Plays, or Boethius' struggle with the problem of evil, or with Freud's basic concepts. On the basis of my experience, it is not hard to convince virtually all students that IGS is both intrinsically meaningful and conducive to the development of personal skills which will help them compete in the "job market." Of course, there are a few exceptions to this general rule. Some students are simply not receptive to anything which is done in class. But here I doubt seriously that their attitudes and responses are peculiar to IGS. Such students generally find themselves "out of the university" after a few semesters.

4. Suggestions for Improvement

My suggestions for improvement would be to alleviate the three concerns listed in my responses to #2.

5. The Relationship of IGS to University Community Life

The IGS Program "shines with glory" not only in the areas of faculty and student development (as delineated in #1 and #3), but especially in the area of enhancing the social esprit and community life of faculty. Since one often hears that "faculty morale" is a problem at KSU--my impression is that this phenomenon is nearly universal in colleges and universities and has been historically--this aspect of the IGS Program is of no small significance. I have thoroughly enjoyed the various gatherings of IGS

faculty, both luncheons and committee meetings. (In fact very meaningful exchanges of ideas take place at formal luncheons.) The IGS Program has engendered literal excitement on the part of many faculty, and has rejuvenated the sense of purpose in academic life.

GS/gl

ENGLISH - PRE-LAW

M E M O R A N D U M

TO: Paul Ciholas, Coordinator
IGS Program

FROM: Richard Taylor

DATE: April 13, 1987

RE: Evaluation of IGS Program

-- Ways in which my participation in the program have affected my own academic and professional life.

It is not an overstatement for me to say that participation in the IGS program has revitalized my teaching and renewed my flagging faith in the future of the University during a time of paralysis and dispiritedness on our campus. It has helped me step out of my discipline, introduced me to new ideas, and forced me to re-think and re-invent my teaching strategies.

-- Problems and struggles connected with the implementation of the program.

The program has encountered problems at three levels: faculty, students, and administration. Many of our students initially resisted a course of study that seemingly had no immediate return or pay-off. Some resisted because IGS set higher standards, requiring them to think and write and read more demandingly than they were prepared or willing to. Since the first year there have been many converts to the rigors of the program and many regard their IGS courses as the most stimulating they have taken at KSU.

Resistance from some members of the faculty grew out of a basic discomfort with the liberal studies mission of the University. Some resented being assigned to teach IGS courses and either actively undermined the program or through their own lack of interest and competence generated discontent. Securing committed and capable faculty has been a persistent problem in the program, though the program now has a core of capable persons teaching and directing it.

The insensitivity of the administration to the needs of the program has been the greatest problem. Initially, the program was regarded as a dumping ground for those whose courses did not fill. Many of the persons pushed into the program warmed the

program's needs; some were unable to step beyond the bias of their own disciplines. As a result, many students suffered boredom and devalued the worth of IGS. Things have improved slightly, though there needs to be more communication between the administration and the IGS program, a greater sensitivity to the academic goals of IGS, a better understanding of what the program's potential is.

-- Impact IGS has on students.

I believe the program has made a substantial difference in the lives of many of our students. It has exposed them to new ideas, a new spirit of learning, and skills which will be invaluable to them later in life. It has stimulated and rewarded the curiosity of the brightest students and challenged our weaker students. In some instances, I'm convinced that many students read their first full book in IGS -- Homer's Odyssey.

-- Ways in which the program can be improved.

In some ways the program tries to accomplish too much -- this is better than attempting too little. The readings need to be pared down a bit and perhaps better balanced. Fewer works studied less superficially would result in greater benefits to our students. I'm recommending a process of careful tuning, not radical surgery. Secondly, a seminar setting with tables would improve the learning atmosphere and underscore the uniqueness of the IGS approach. Finally, a permanent or semi-permanent faculty would do much to stabilize the program and establish its identity as a visible entity on the campus. There is a need for more minority faculty.

-- Meaning of IGS in terms of its relationship to the whole University and ways in which IGS contributes to the fulfillment of the University's mission.

In my view, IGS is the centerpiece of our liberal arts curriculum. It is the program we can point to that most effectively distinguishes KSU from our sister institutions in the fulfillment of its special mission. A student who masters the skills necessary to complete the IGS sequence should be sufficiently equipped to take on more specialized areas of learning, including graduate school, for at bottom he or she is taught to read in the fullest sense -- to analyze, interpret, assimilate, and express ideas.

RT:cdj

Kentucky State University Frankfort, Kentucky 40601

MEMORANDUM

ENGLISH

TO: Paul Ciholas, Coordinator
Integrative Studies Program

FROM: Donald VerHey
Associate Professor of English

DATE: April 24, 1987

RE: Statement Regarding My Involvement In and Assessment of the Integrative Studies Program at Kentucky State University.

I have been involved in the Program since its inception. During the period of its planning, though I was not directly involved in that stage, I was granted a study sabbatical to take courses in the Classics at the University of Kentucky (this was in 1983) in anticipation of the strengthening of the Liberal Studies Program at Kentucky State University. The courses I took were Greek and Roman Art, Classical Literature in Translation (one course in Greek Literature and one in Roman), Ancient Greek and Roman Mythology, Ancient Greek History, Ancient Roman History, and a Private Tutorial in the Rudiments of Greek. Upon returning to my teaching duties in 1984, I participated in a study group which both familiarized participants with the material and methods which were to be used in one course in the IGS Program, IGS 200 - The Foundations of Western Culture, and allowed for their input in adapting those materials and methods to the realities of classroom teaching. For this participation I was granted one course release time. The following semester I taught one course in IGS 200 and contributed suggestions for further refinement of materials and methods. Since that time I have taught IGS 200 three times.

I have stated the foregoing in order to demonstrate the extent to which IGS has affected my academic and professional life. Participation in the Program has allowed for a strengthening and broadening of my academic background and has revitalized my teaching in the Division of Literature, Languages, and Philosophy at Kentucky State University. As part of my normal teaching duties, I have had to teach World Literature, Shakespeare, the History of English Literature, and other courses, all of which have benefited from my involvement with the Classics, in that my knowledge base has broadened so that I can inform students of the content of certain historical, mythological, and philosophical events which are alluded to in works studied in these courses.

Kentucky State University is an Equal Opportunity/Affirmative Action Institution.

A further way in which participation in IGS has affected my academic and professional life has been in the area of interaction with academic people outside my area of expertise. Since people from Sociology, Psychology, Art, Mathematics, Philosophy, Music, etc., all teach in the IGS Program and thus share a common experience and have a common concern to teach well in the program, we have occasion to discuss the content of the IGS Program and our various approaches to it. This discussion is mutually beneficial in that we all gain new insight into the various works discussed, largely because we come at them from such various points of view.

A third and equally important way in which the IGS Program has affected my professional and academic life is that through involvement with the personnel who participate in it, I have been challenged to teach courses which otherwise I would never have taught. Two years ago I taught a section of Introduction to Philosophy, and this semester I am teaching a section of IGS 300 - The Search for New Forms of Culture, though I did not participate in the study group for IGS 300. Teaching both these courses is a direct result of my involvement with IGS and its personnel, most specifically Dr. Paul Ciholas, Director of the Program, and both have revitalized my study skills and have challenged me to grow intellectually.

As regards my assessment of the IGS Program at Kentucky State University from the point of view of its impact on students, there is no question that the new emphasis on Liberal Studies in an integrated format has benefited Kentucky State University. Initially, of course, there was some recalcitrance on the part of our students. Under the administration of the President who immediately proceded our current President, Kentucky State University's program was headed in the direction of "career preparation" to the detriment of the traditional liberal arts curriculum. Philosophy and foreign languages were virtually nonexistent, and interest in History (most specifically the history of ideas) was fast disappearing. Most student (and some faculty members) were interested only in "practical" courses such as Criminal Justice, Social Work, Computer Science, Public Affairs, etc. What has been occurring since students have perforce been familiarized with the traditional liberal arts is that, generally speaking, they have come to see for themselves how familiarity with the ideas which have informed our culture have also informed the "practical" pursuits they are choosing as careers; that is, they are coming to see that justice, society, politics, and all the sciences cannot be well-understood without knowledge of the events and ideas which brought them about and of the languages in which these ideas were formulated. Consequently, Kentucky State University is experiencing a resurgence of interest in Philosophy, Languages, and History - both political and intellectual.

Although the Integrative Studies Program has my wholehearted support insofar as it is conferring distinct benefit upon the Faculty and students at Kentucky State University, I would like to conclude my statement about it with two criticisms of it or suggestions as to how it might be improved. My first suggestion has to do with the materials used. Although I can find no fault with the basic text used in the program (Classics of Western Thought), the supplementary materials for the courses, called IGS Documents, and the slide-audio presentations cause quite a lot of confusion and inconvenience. The IGS Documents for the most part are too fragmentary; they are composed of bits and pieces of works from a wide variety of sources xeroxed and bound (poorly) by Kentucky State University's graphics Department. Many of the selections are too fragmentary to be of much use, and, as bound, are inconvenient at best: pagination is not consecutive, pages and entire selections are often missing, and the binding must be taken loose in order to read certain selections. The slide/audio presentations cause confusion and inconvenience because they are not of the best quality, are sometimes difficult to obtain (for security reasons only one person has a key to the rooms and cabinets housing slides, films, and projectors, and she often has occasion to be elsewhere than in the audio-visual section) and the projection equipment is not always in proper working condition. I would like to see something done to improve the Documents and the audio/visual supplements to the basic texts.

My second suggestion has to do with the manner in which faculty for the IGS Program are recruited. It is my understanding that some of the faculty currently teaching in the Program are those who are assigned IGS courses because their normal teaching load of twelve hours has to be filled out; that is to say, if a teacher hasn't enough students to fill a class in his usual discipline, he is told that he must teach an IGS course in order to fill out his teaching schedule. This is not a good practice. I have heard students in IGS courses say of such teachers that they were told by them something like, "I don't know anything about this stuff; the only reason I'm here is that I have to be." Such teachers are evidently not going to give their best to IGS courses and ought not to be teaching in it. The Integrative Studies Program is important enough to the Institution and the students that it must be taught by teachers willing and competent to teach in it.

DV:cdj

4. Ongoing evaluation

The integrative studies program is supervised, directed, and monitored by a Steering Committee. The ongoing task of that Committee, in its attempt to improve the program, focuses mainly on:

(1) A careful analysis of student works which has led to substantial revisions of syllabi and new approaches to textual analysis.

(2) A more precise correlation between the skills students acquire in IGS and those necessary in other campus areas.

(3) The participation and cooperation of faculty involved in IGS teaching which has led to the creation of support material intended to facilitate performance.

(4) The continuous use of assessment results to ensure a healthy development of IGS.